**Project Description:** Students will work in groups of four to create a skit that shows their knowledge of the use of the past tense.

**Procedures: Well written and clear Self assessment and reflection is a great addition**

1. Share an acceptable script with the students. Discuss what is included in the script.
2. Form groups of four. Provide a list of possible plots; students can also brainstorm together to come up with their own plot.
3. Begin to write a script for a 3-5 minute performance that will show knowledge of the past tense. Include at least five examples of each (preterit and imperfect) correctly conjugated .
4. Turn in your written script one week before your performance; teacher will review the script and hold a conference with the group to give feedback and suggestions for revision.
5. Class time will be given to work on the script and to practice the performance.
6. Audience Responsibility
   1. Write down 2 uses of each verb tense from each group.
7. Have students do a one paragraph self-assessment and reflection.
   1. Written in French/Spanish to the best of their ability
   2. What did you learn about working together?
   3. Did the project help you to better understand how to convey events in the past? Why or why not?
   4. How well did your group work together; did everyone participate?

**Evaluation Criteria Clear and complete**

* Accurate use of both tenses (written and oral)
* Length of performance is within the time limits (not too short or too long)
* Every member of the group must participate in the writing process AND speak in the performance; lines should be fairly evenly distributed
* Script must have a well-developed plot, with a beginning, middle, and end.
* Audience Responsibility form: are there 2 examples of each tense from each group?
* Self-assessment: address all the questions in the self-assessment/reflection in complete sentences in French/Spanish to the best of your ability.

**Possible Plots**

* First day of school
* Mediate a conflict such as bullying
* Vacation experience
* The first time you did something new
* Family holiday or special occasion

**Sample I love the skits**

The First Day of School (Principal, Teacher, Student, Parent) in English

Pt: Are you ready for school, Jeremy? Did you do the dishes, and pick up your dirty clothes?

S: Yeah Mom. I did the dishes and picked up my clothes while I was listening to my Ipod.

Pt: OK, let’s go to school; don’t forget your lunch!

(Arrive at school)

P: Oh hello, Jeremy. Welcome back. How was your summer?

S: It was super rad!

P: What did you do?

S: I went to the beach and went surfing. While I was camping, I learned how to sail.

P: Have a great first day!

T: Good morning, Jeremy. Welcome!

S: Good morning!

(Student sits down)

T: Today we are going to talk about the past tense. Jeremy, can you tell me what you did this morning?

Pt (enters abruptly): I can answer that! He was lazy, and he didn’t do the dishes, pick up his dirty clothes, and he forgot his lunch!

T: “He was lazy” is the imperfect tense because it describes a characteristic of Jeremy. “What he did and didn’t do” are in the preterit because they are consecutive and completed actions.

**En Français, un exemple: Tres bien exemple**

Le Premier Jour de l’école

Maman: Es-tu prêt pour aller à l’école, Jeremi? Est-ce que tu as lavé les vaisselles? As-tu ramassé ton linge sale?

Jeremi: Ouais Maman! J’écoutais la musiqe quand j’ai lavé les vaisselles et j’ai ramassé mon linge sale hier soir!

Maman: D’accord, vas-y! N’oublie pas ton déjeuner!

(il arrive à l’école)

Directeur de l’école: Bonjour Jeremi. Bien revenue! Comment était ton été?

Jeremi: Il était super cool!

Directeur: Qu’est-ce que tu as fait?

Jeremi: Je suis allé à la plage où je faisais du surf. Je faisais du camping et j’ai appris comment faire de voile.

Directeur: Passe une très bonne journée!

Enseignant: Bonjour Jeremi, bienvenue!

Jeremi: Bonjour Monsieur!

(il s’assoit)

Enseignant: Aujourd’hui, nous allons discuter le passé compose et l’imparfait. Jeremi, qu’est-ce que tu as fait ce matin?

(Maman entre soudainment)

Maman: Je peux vous dire Monsieur! Il était paresseux et il n’a pas lavé les vaisselles, il n’a pas ramassé son linge sale, et il a oublié son déjeuner!

Enseignant: Classe, faites attention. “Il était paresseux” est à l’imparfait; la phrase decris un trait caractéristique. “Il n’a pas lavé les vaisselles, il n’a pas ramassé son linge sale, et il a oublié son déjeuner” sont au passé compose parce qu’elles sont les actions complètes et consecutives.

Spanish Excellente

El Primer Día de Escuela (Principal, Maestra, Estudiante, Mama (Ma)).

Ma: ¿Estas listo para la escuela, Jeremy? ¿Fregaste los platos, y recogiste su ropa sucia?

S: Sí Mamá. Fregué los platos y recogí mi ropa mientras yo escuchaba a mi IPod.

Ma: Bueno, vamos a escuela; ¡No olvides su almuerzo!

(Llegue a la escuela)

P: Ah hola, Jeremy. Bienvenida de vuelta. ¿Cómo era su verano?

S: ¡Esto era súper!

P: ¿Qué hiciste?

S: Fui a la playa y fui haciendo surf. Mientras yo acampaba, aprendí a ir en barco.

P: ¡Buen primer día!

M: Buenos días, Jeremy. ¡Bienvenida!

E: ¡Buenos días!

(El estudiante toma su asiento)

M: Hoy vamos a hablar sobre el pasado. ¿Jeremy, puedes decirme qué hiciste esta mañana?

Ma (La mama entra repentinamente): ¡Puedo contestar esto! ¡Él era perezoso, y él no fregó los platos, recogió su ropa sucia, y él

se olvidó su almuerzo!

M: “Él era perezoso” es en el imperfecto porque esto describe una característica de Jeremy. “Lo que él hizo y no hizo” están en el pretérito porque son acciones consecutivas y completadas.